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AUTHOR	Palmer, Barbara C.; Miles, John; Schierkolk, Susan; Fallik, Howard
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ABSTRACT

This guidebook is intended to assist the transition of Colorado students with developmental disabilities from school to post-school activities by promoting flexible and collaborative planning and service delivery among community-centered boards (CCBs), local education agencies, and other state and community agencies. First, a definition of transition services as provided in federal and state legislation is outlined. A rationale for early transition planning is followed by a discussion of eligibility for transition services under the Individuals with Disabilities Education Act and the Colorado Developmental Disabilities Act. Next, the roles and responsibilities of education, the CCB, and vocational rehabilitation are delineated. Suggestions for planning for transition urge inclusion of the CCB case manager in the student's transition planning. Local school districts and CCBs are encouraged to identify the policies, procedures, and practices that can be coordinated for youth still in the public school system. A chart lists specific collaborative transition services and responsible agencies. Remaining sections discuss the referral process for a CCB and relevant policies and practices of the education system, the developmental disabilities system, and developmental disabilities services. The guide concludes with a summary of key points for transition planning at ages 14, 16, 18, and 21. Lists of Colorado CCBs and local vocational rehabilitation and special education offices are attached. (DB)

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COOPERATIVE PLANNING HANDBOOK FOR YOUTH WITH DEVELOPMENTAL DISABILITIES

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Developed by the Colorado Department of Education (CDE) and the Colorado Department of Human Services (CDHS), Developmental Disabilities Services (DDS) and Division of Vocational Rehabilitation (VR), this Cooperative Services Handbook is designed to assist Community Centered Boards (CCB), educators, students and their families in the delivery of transition services. The information and examples in the handbook are intended to be used as technical assistance tools for transition planning. ***This handbook primarily applies to students (18–21) who are enrolled in a CCB program (not on a waiting list) and are also being served through the public school system.***

Colorado Dept. of Education
Special Education Svcs. Unit
201 East Colfax
Denver, CO 80203
(303) 866-6694

Lorrie Harkness, *Director*

Colorado Dept. of Human Svcs.
Developmental Disabilities Svcs.
3824 West Princeton Circle
Denver, CO 80236
(303) 866-7450

Fred DeCrescentis, *Director*

Colorado Dept. of Human Svcs.
Division of Vocational Rehabilitation
2211 W. Evans, Bldg. B
Denver, CO 80223
(303) 866-4150

Diana Huerta, *Director*

Developed by: Barbara C. Palmer, Colorado Department of Education
John Miles, Colorado Department of Human Services

In partnership with: Susan Schierkolk and Howard Fallik
Colorado Department of Human Services, Division of Vocational Rehabilitation

With assistance from: Marvena Baker-Shriver, Regional Assessment & Training Center

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For information on developmental disabilities services, call the Community Centered Board (CCB) serving your area. A map of the service areas and telephone numbers are listed on page 13, or contact Developmental Disabilities Services (DDS) at (303) 866-7450 voice or (303) 866-7471 TTY. For information on Individuals with Disabilities Education Act (IDEA) and special education services, contact the Special Education Director in your area, see page 14 for a listing, or the Colorado Department of Education, Special Education Services Unit, at (303) 866-6694 voice or (303) 860-7060 TTY. (TTY refers to the type of text telephone often used by people who are deaf.) For information about transition services provided by the Colorado Department of Human Services, Division of Vocational Rehabilitation, refer to the companion booklet *CDE/DVR Cooperative Services Handbook, Fall 2002*, contact the VR office nearest to you or call (303) 866-4150.

Permission to copy this handbook is granted. This document, and companion documents, may be downloaded at no cost from the CDE website at www.cde.state.co.us/cdesped.

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Sarah

Sarah is 19 years old and was identified with a Significant Limited Intellectual Capacity (SLIC) disabililty in first grade due to a full scale IQ (63) and comparable adaptive behavior. Sarah also uses a wheelchair. She is currently receiving educational services in a community-based Transition Program for 18–21 year olds who have completed their academic programs, but who continue to need assistance as they transition from school to work and community. Although Sarah participated in graduation ceremonies with her class (a social graduation), she and her parents are planning that she will remain in the Transition Program until she turns 21. Throughout the last several years, Sarah has undergone formal vocational assessment and career exploration through the school district. She worked at three in-school placements before she entered the Transition Program. Last semester, Sarah's teacher located a community work experience as a mail clerk. In her work experience Sarah received job coaching from the school paraprofessional. She has expressed an interest in pursuing this type of work on a permanent basis but will need coaching due to her difficulty in learning new tasks and adapting to her work environment. Sarah has been determined eligible for VR services through the CDHS, Division of Vocational Rehabilitation. Sarah's VR counselor and the Transition Program staff will share job placement responsibilities. The IEP that has been developed with Sarah indicates that VR will provide job coaching when a placement is found and if long-term supports are needed, the Community Centered Board (CCB) will take over at age twenty-one. Sarah has also expressed a desire to live away from home but she will need 24-hour assistance. Sarah's parents will coordinate residential services with the local CCB, with the hope of finding a good residential setting within the next three to five years. The CCB will also work with the Transition Program staff to address Sarah's social and recreational needs and to access Medicaid funding to replace her aging wheelchair prior to her twenty-first birthday. Transportation to Sarah's job site will be by bus. Sarah's parents will purchase her bus pass and the school district will provide bus training.

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Introduction

Developed by the Colorado Department of Education (CDE) and the Colorado Department of Human Services (CDHS), Developmental Disabilities Services (DDS) and Division of Vocational Rehabilitation (VR), this Cooperative Services Handbook is designed to assist Community Centered Boards (CCB), educators, students and their families in the delivery of transition services. The information and examples in the handbook are intended to be used as technical assistance tools for transition planning. The examples of cooperative service delivery apply to situations where a student is enrolled in public education AND is also enrolled in a DDS funded program. If a student is on a waiting list for CCB services, the CCB will only be able to participate in transition planning for future services that may be provided. Examples of cooperative services with VR included in this handbook apply only to youth who desire an employment outcome and have been determined eligible for vocational rehabilitation services. Refer to the *CDE/DVR Cooperative Services Handbook, Fall 2002* for more complete information about Vocational Rehabilitation.

The intent of this Cooperative Services Handbook is to assist students with developmental disabilities to access long-term support services for daily living and employment by:

- promoting flexible and collaborative planning and service delivery among community centered boards, local education agencies and local school districts (both known as LEAs), and other state and community agencies for youth transitioning from school to adult life and/or post-school activities;
- promoting accessible, timely and uniform services for all Colorado students who require services as defined by the Individuals with Disabilities Education Act (IDEA), the Exceptional Children's Education Act, and the Colorado Developmental Disabilities Act;
- encouraging LEAs to develop, implement and promote pre-vocational services, career exploration, and independent living skills for students with developmental disabilities prior to and following the CCB referral; and
- assuring that CCB services complement and do not supplant services provided by the LEAs and other agencies.

What Is Transition?

Transition services are defined by the federal Individuals with Disabilities Education Act (IDEA) Amendments of 1997, Sections 602(30) and 614(d), and the Colorado Exceptional Children's Educational Act. "Transition services," as described in IDEA, are defined as a coordinated set of activities for a student, designed within an **outcome oriented process,** that promotes movement from school to post-school activities, and may include any of the following:

- Employment (including supported employment)
- Post-secondary education
- Vocational training
- Continuing and adult education
- Adult services
- Independent living
- Community participation

A coordinated set of activities is based upon the individual student's needs, taking into account the student's preferences and interests and includes:

- Community experiences
- The development of employment
- The development of other post-school adult living activities
- When appropriate, acquisition of daily living skills
- When appropriate, functional vocational evaluation

"Transition," as it relates to developmental disabilities, is defined in Colorado Revised Statute (CRS) 27-10.5 103 (1) (g) to "Promote effective coordination with agencies serving persons with developmental disabilities in order to improve continuity of services and supports for persons facing life transitions from toddler to preschool, school to adult life, and work to retirement."

Why Start Early?

Early and long-range planning are critical in order for the student to receive necessary post-school programs or services whether they include support services for employment, postsecondary education and training, community participation, or residential services.

Both Congress and the U.S. Department of Education recognized that early transition planning is important because:

- Transition from special education and its entitlements to an eligibility based system is a complex process.
- For students with severe disabilities and multiple needs it will take time to put post-school services and supports into place.
- Adult services are limited and waiting lists for some services can be very long.
- Some students will likely be using the services of many agencies and time will be needed to figure out who can do what, who will pay for what services, and what families can do when services are not available.

After leaving school, a young person is no longer entitled to services but must apply to each agency and be determined ***eligible*** for services. Students and families are often faced with complicated paperwork to meet eligibility requirements and long waits for services. Students and their families are encouraged to begin planning for long-term adult services, and be placed on the waiting list for adult services, at age 14 for continuity of services when the student completes his or her public education.

Jim

Jim is a 17-year old with cerebral palsy and mild mental retardation. He lives in a rural part of Colorado where access to adult agencies and services is difficult. Jim would like to find his own place in town to live and to get a job. His family is in support of his wishes, but they are concerned about the cost and his safety. He and his family expect that he will be graduating within the next two years. Jim and his close friend Charlie, who does not have a disability, are taking auto body classes at the high school, but Jim is struggling with the physical demands of the program and need for periodic reminders. His auto body teacher suggested he learn more about options that might be available to him after high school. Because the CCB, VR, and other agency offices are located in a town 130 miles away, it is important that school district staff be able to explain agency services, including eligibility requirements, to parents individually or at an information night. Jim was able to gather a great deal of information about both CCB and VR services, including brochures with information on eligibility and services, through the district transition coordinator.

Jim and his teacher contacted the VR counselor by phone, and made an appointment with the counselor. They were also able to arrange for the CCB intake person to come to the school on the same day. The teacher assisted Jim and his parents as they collected school assessment information and prepared a referral packet to be presented to the VR and CCB representatives at the meeting. Jim's friend Charlie has also indicated that he would like to move to town but cannot afford to live alone. A meeting was held to develop a transition strategy for Jim and Charlie to be able to move to town together and share an apartment. The CCB ensured that Jim was placed on the waiting list for Supported Living Services (SLS) so that when they are ready for the move, services will be available for him. The plan includes paying Charlie to provide daily support for Jim in their apartment. SLS will also provide supported employment and other needed services for Jim. The IEP was updated to reflect that during the next two years the school will focus on preparation for Jim's transition to in-town living in an apartment and employment. VR will coordinate with the school regarding job preparation and placement.

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Who May Receive Transition Services?

Students who qualify for special education and related services under the Individuals with Disabilities Education Act (IDEA) are eligible for transition planning and services through the local education agency. In addition, students who have been determined to have a developmental disability by a Community Centered Board (CCB) are eligible for transition planning and services through a CCB. Only those students who have been enrolled into a CCB program will have CCB transition "services" available. Adult CCB services may begin ***no earlier*** than age 18. If a student is on a waiting list for CCB services, then the CCB will only be able to participate in transition planning for future needed services.

Individuals with Disabilities Education Act

Under IDEA, transition services are provided to students with disabilities who are 14–21 years of age who qualify for special education and related services.

IDEA applies only to students who—

- Have one of the disabilities as defined in the Colorado Rules for the Administration of the Exceptional Children's Education Act, which includes: significant limited intellectual capacity, significant identifiable emotional disability, perceptual or communicative disability, hearing disability, vision disability, speech or language disability, traumatic brain injury, autism, or other physical disability, deaf–blind, and multiple disabilities with cognitive impairment.
- Are eligible for "special education" which IDEA defines as "specially designed instruction" that—
  - addresses the child's unique disability-related needs, and
  - enables the student to progress towards educational standards.

Colorado Developmental Disabilities Act

Under the Colorado Developmental Disabilities Act, a person is eligible to receive services if the disability is manifested before the person reaches twenty-two years of age, constitutes a substantial disability to the affected individual, and is attributable to mental retardation or related conditions which include cerebral palsy, epilepsy, autism, or other neurological conditions when such conditions result in impairment of general intellectual functioning or adaptive behavior similar to that of a person with mental retardation. Only a Community Centered Board can determine eligibility for services funded under the Colorado Developmental Disabilities Act.

- ***Impairment of general intellectual functioning*** means that the person has been determined to have an intellectual quotient equivalent which is two or more standard deviations below the mean (70 or less assuming a scale with a mean of 100 and a standard deviation of 15), as measured by an instrument which is standardized, appropriate to the nature of the person's disability, and administered by a qualified professional. The standard error measurement of the instrument should be considered when determining the intellectual quotient equivalent. When an individual's general intellectual functioning cannot be measured by a standardized instrument, then the assessment of a qualified professional shall be used.
- ***Adaptive behavior*** means that the person has overall adaptive behavior which is significantly limited in two or more skill areas (communication, self-care, home living, social skills, community use, self-direction, health and safety, functional academics, leisure, and work), as measured by an instrument which is standardized, appropriate to the person's living environment, and administered and clinically determined by a qualified professional.
- ***Similar to that of a person with mental retardation,*** in regard to adaptive behavior, means that a person's adaptive behavior limitations are a direct result of or are significantly influenced by the person's substantial cognitive deficits and may not be attributable to only a physical or sensory impairment or mental illness.

The eligibility criteria for developmental disabilities services in Colorado characterize the vulnerability of those served. The adult developmental disabilities population has significant cognitive impairments (i.e., 97.4% have mental retardation) and adaptive functional skills that place them at or below one percentile of the general population. This means that most adults with developmental disabilities have substantial long-term needs for assistance with the normal day-to-day activities of life. Approximately 73% of adults with developmental disabilities have multiple disabilities.

What Are the Roles and Responsibilities of Each System?

Both the public education and developmental disabilities systems have been given responsibility for the provision of transition services to students with developmental disabilities through Federal and State statute. However, there may be some overlap in services and the respective roles of each agency can sometimes be difficult to distinguish.

Education's Role and Responsibilities

It is the school's responsibility to plan and provide those services that will prepare the student to move successfully from school to the appropriate post-school environment and to assist the student to connect with the necessary community agencies, including Community Centered Boards that will provide support services. The post-school outcomes for post-secondary education or training, employment, and independent living are identified as part of the Individualized Education Program (IEP) planning process and are based upon the student's preferences, interests and needs. Transition services, including community and work experience that are educational and experiential in nature, are the responsibility of the local education agency. Appropriate services include:

- Planning and IEP development based on the student's post-school goals
- Academic preparation for post-secondary education and training, employment, and independent living
- Vocational and career evaluation
- Job shadows and job tryouts
- Work experience
- Vocational education classes
- Community experience
- Facilitating linkages to CCBs, VR, and other appropriate agencies.

CCB's Role and Responsibilities

Transition responsibilities include planning and service coordination to avoid gaps in services received by students with developmental disabilities as they leave the school setting and are ready to access adult services in the community. Transition services are individualized to maximize the individual's ability to live independently by the time he or she leaves the school setting. Appropriate services may include:

- Providing appropriate information and referral services to the graduating student and their family
- Coordinating assessment for eligibility for CCB services
- Participation in development of the IEP Transitional Plan and/or Individualized Plan (IP)
- Planning for the student's post-school independent living and vocational needs
- Provision of community-based services as appropriate and available to the individual needs of the graduating student

Unlike public education, services provided through a CCB and VR are not an entitlement. There may be a waiting list for services. When services are available, some areas of service may overlap and may be shared by education, the CCB, and VR when appropriate. Refer to the Collaborative Services Chart on page 7 for specific service areas.

Vocational Rehabilitation's Role and Responsibilities

Transition responsibilities were included in the Rehabilitation Act to assure that there are no gaps in services received by students with disabilities as they leave the school's setting and/or are ready to begin vocational activities when an employment outcome is the primary focus. Transition services provided by VR are individualized, and must lead to an employment outcome. Appropriate services may include:

- Consultation as early as possible in the transition process to assist education and CCB providers in planning for the transition of a youth from school to post-school activities including vocational rehabilitation.
- Joint planning to facilitate the development and completion of the IEP.
- Determination of eligibility for VR services.
- Identification of a suitable employment outcome.
- Development and approval of an Individualized Plan for Employment before the student leaves school.
- Provision of vocational rehabilitation services as appropriate to the individual needs of the student.

How Do You Plan for Transition?

IDEA contains detailed requirements for planning the education of individual students including specific instructions for the development of the Individualized Education Program. Planning to prepare youth for the transition to adult life begins by age 14. From this age on, the IEP must include a statement of "transition needs" that focus on the course of study required for the student to reach his or her identified post-school outcomes. When the student turns 16, and earlier if appropriate, IEPs must include statements of specific "transition services," including interagency linkages.

When appropriate and feasible, the CCB case manager (a.k.a. service coordinator) should participate in the student's planning meetings for transition services. A primary role of the CCB is that of consultation and technical assistance to the schools in planning for the transition of students with developmental disabilities from school to post-school activities, including daily living skills and supported employment.

CCBs may begin providing adult services at age 18 if the individual is enrolled and services are available. The specific types of services and level of involvement are determined based on the needs and interests of the individual and the family, availability of CCB services, and which services may be provided in collaboration with another agency. Because a waiting list may exist for services provided through community centered boards, students and their families are encouraged to begin planning for long-term adult services at age 14, and apply to be added to the adult list for services, to ensure continuity of services when the student completes his or her public education.

There are many ways to effectively link families and students with CCB services. In addition to including the CCB case manager in the IEP process, strategies include scheduling times that the CCB case manager is at the school to meet with teachers, students and parents, sponsoring an "Agency Night," determining specific times for referrals such as the beginning of each quarter, and preparing a packet of IEP and assessment information for each student. Parents and professionals can work together to create a portfolio of information that describes the student's strengths, interests, experiences, and support needs that can be used by the CCB case manager to determine eligibility and develop a service plan.

Where Can CCBs and Schools Collaborate in Service Provision?

There will likely be a waiting list for services provided through Community Centered Boards since funding for these services are subject to available appropriations from the State legislature. If a student is placed on a waiting list because no funding for CCB services is available, then the CCB is very limited on what types of transition services they can provide. Most often, the CCB will only be able to participate in "planning" for future needed services, and ensure that the student is placed on the appropriate waiting list for services.

When students are able to access CCB services, then collaborative service delivery becomes an option. CCBs can work with local school districts and other agencies, such as VR to develop a plan for transition and an IEP that identifies current and future needs of the student. The IEP will also identify which agencies will be responsible for which services. Many students who qualify for CCB services may also be eligible for services from other agencies such as Mental Health, Social Services, Social Security, Health, or housing assistance, in addition to services that are available through VR. The involvement of these other agencies in planning may occur at a joint meeting or may be accomplished through a series of separate meetings, phone calls, or written correspondence coordinated by school district staff.

Local school districts and CCBs are encouraged to develop working agreements that identify the policies, procedures and practices that can be coordinated on behalf of youth who are of transition age and are still connected with the public school system. Within such agreements, policies, practices and procedures might be categorized into the following areas:

- Assessment
- Transition Planning
- Career Development
- Preparation for Community Living
- Related Services
- Adaptive Supports
- Auxiliary Aides
- Transportation

Examples of these areas of responsibility that can be jointly managed are summarized on the following diagram and Collaborative Services Chart.

Education System

Getting Ready

Schools have responsibility to prepare the student to move to the appropriate post-school environment. Services are educational and experiential in nature.

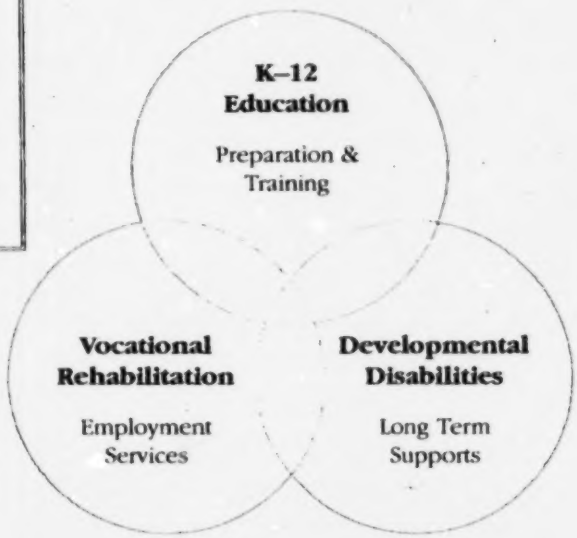
- Academic preparation
- Career development
- Vocational assessment
- Job shadows
- Work experience

Developmental Disabilities System

Long Term Supports

Supports and services are provided to maximize independent living, employment, and community participation for individuals needing life time support.

- Supported employment
- Residential services
- Community participation
- Behavioral services
- Home Mod/Assistive Tech
- Habilitation
- Transportation



Vocational Rehabilitation

Employment Services

Services provided by VR are time-limited and must lead to an employment outcome. Secondary supports are provided only as related to employment.

- Rehabilitation counseling
- Employment training
- Job seeking skills
- Assistive technology
- Job placement
- Post-employment services

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Examples of the areas of responsibility that can be coordinated are summarized on the following Collaborative Transition Services Chart. The three primary service systems involved in transition planning and services include the local school district, the Community Centered Board (CCB) and the Vocational Rehabilitation agency (VR). The chart uses several terms to distinguish the level of responsibility each service system might have in different situations.

Primary—means that the service system has a statutory or regulatory responsibility to provide the service. For local school districts this usually means an entitlement. For CCBs and VR, it may mean that it is an allowable service that is provided if other sources are not available. There may be times when a secondary service system also has some level of (overlapping) responsibility.

Shared—means that there are two or more systems that may have overlapping services or responsibilities. In some cases, one system might be able to provide several of the needed services and another system might be able to provide only one or two. In these situations, the involved service systems are able to negotiate how each could provide the different services needed to maximize coverage.

Minimal—means that the service system may have some specific types of services or time-limited services available that can supplement other services that either the primary or shared systems provide.

Collaborative Transition Services Chart

	Potential Special Education Services	Potential CCB Services*	Potential VR Services**
Assessment Activities			
Achievement of Functional Math/Reading/Written Expression	Primary	None	Minimal
Adaptive Behavior	Shared	Shared (non-educ.)	Shared
Sensory (Hearing and Vision Screening)	Shared	Shared (non-educ.)	Shared
Fine/Gross Motor (including Physical Education)	Shared	Shared (non-educ.)	Shared
Psychological (Cognitive Ability)	Shared	Shared	Shared
Speech and Language	Shared	Shared (non-educ.)	Shared
Social/Emotional (home/ peer/work environment)	Shared	Shared	Shared
Special medical examinations, i.e., orthopedic	Shared	Shared	Shared
Community Participation and Daily Living	Shared	Shared	Minimal
Transition Planning			
Coordination of Service Delivery	Shared	Shared	Shared
Individualized Transition Plan Development	Shared (IEP)	Shared (IP)	Shared (IPE)
Community Living Services			
Community and Independent Living	Shared	Shared	Minimal
Recreation/Leisure	Shared	Shared	Minimal
Health	Shared	Shared	Minimal
Career Development Services			
Career Exploration	Shared	Shared	Shared
Vocational Skill Training	Shared	Shared	Shared
Job Placement Services	Shared	Shared	Shared
Employment Instruction	Shared	Shared	Shared
Supported Employment	Minimal	Shared	Shared
Financial Support for Post-secondary Education and Training	Minimal	Shared	Primary
Related Services			
Occupational Therapy, Physical Therapy, Psychological Services and Communication/Speech and Language Services	Primary (educational)	Primary (non-education)	Minimal
Mental Health Services	Shared	Minimal	Shared
Behavioral Services	Shared	Primary	Shared
Adaptive Supports			
Assistive Technology for K–12 Education (excluding Voc. Ed.)	Primary	None	None
Assistive Technology for Job Training (including Voc. Ed.)	Shared	Shared	Shared
Assistive Technology for Employment	Minimal	Shared	Shared
Accessibility	Shared	Shared	Shared
Home Modifications	None	Primary	Minimal
Auxiliary Aides (e.g. reader, interpreter, notetaker, instructional aide, personal care assistant)			
For K–12 Education (excluding Voc. Ed.)	Primary	None	None
For Job Training (including Voc. Ed.)	Shared	Minimal	Shared
For Employment	Minimal	Shared	Shared
Transportation			
For K–12 Education (excluding Voc. Ed.)	Primary	None	None
For Job Training (including Voc. Ed.)	Shared	Minimal	Shared
For Employment	Minimal	Shared	Shared

* This chart only applies to students (18–21 years of age) who are enrolled in CCB services. For students who are on a waiting list for services, the CCB will participate in transition planning for when CCB services are available. Some students may also be Medicaid eligible and have other services available through the regular Medicaid State Plan or Early and Periodic, Screening, Diagnosis and Treatment (EPSDT).

** VR can share in the provision of services to eligible youth if such services are necessary to prepare for, obtain, or maintain employment. A financial needs test may apply to some services and, based on available resources, the youth and their family will be asked to participate financially in their plan.

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What Is the Referral Process for a CCB?

This process applies only to those students who are not already eligible (or on the waiting list) for adult services. It is recommended that parents submit a packet for referral to adult services for their child at age 14. Even if the student has been eligible and receiving services as a child, they will need to be added to the list for adult services. Referral information will be updated at 18 or 21 when they are ready to leave school, or at the point at which they start to receive services from the CCB. Referral to a CCB may be initiated by anyone, but the decision to actually apply for services rests with the student and family. Typically, referrals come from the schools, an individual, a family member or a community agency. Students referred to a CCB are usually participants in special education programs. School personnel have a responsibility to provide parents with information about CCB services and timelines, facilitate opportunities for families to connect with CCB case managers, and document efforts to link families with appropriate services in the student's IEP.

It is encouraged that local school districts and CCBs develop, or review existing working agreements which identify respective roles of each agency and include a process for referring students to a CCB. Typically, a "referral packet" to a CCB will include:

- A completed CCB application form
- Psychological, medical and specialty evaluations, such as adaptive behavior, mobility, speech and language, hearing, etc.
- The most recent IEP (Triennial and/or Annual)
- The 504 plan, if applicable
- School transcripts, if available
- Vocational assessment results, including functional vocational evaluation
- Information regarding a youth's prevocational and vocational activities through the school, including community experiences
- Other available assessments, plans or information deemed appropriate

Working with the local school district and other agencies that may be involved with a youth, the CCB case manager will identify and coordinate diagnostic assessments that will be needed to determine eligibility and planning for CCB services. The process of eligibility determination is greatly facilitated when the CCB case manager is able to obtain documentation of a student's cognitive disability and adaptive behavior from a school psychologist or other professionally qualified person.

Throughout the years that a student is involved with the education system, efforts are made to focus on and build upon the strengths of the individual rather than the disability. In order for an agency to determine that an individual is eligible for services, a case must be made that the person has substantial disabilities that cause significant limitations in their everyday functioning. During this period of time, although this may feel uncomfortable, it will be important to be clear about the functional limitations of the individual. Once eligibility has been determined, the focus for planning and program development should be on the strengths of the individual rather than the disability.

Carrie

Carrie is 18 years old. She has been receiving special education services and lives with her mother and older sister. She has a co-occurring diagnosis of developmental disability and mental illness. Carrie is three months pregnant with her first child and is considering dropping out of school. Carrie was referred by the school social worker to the local CCB and mental health center. Since employment is not a likely outcome for Carrie at this point in her life, there is no need to involve the VR agency. The CCB has had Carrie on their waiting list for services since she was 14 years old. The CCB anticipates that an SLS resource will be available within the next six months to serve Carrie. The mental health center has been involved with Carrie for the last two years. An interdisciplinary meeting was held to discuss two issues: 1) what supports are needed immediately to help Carrie remain in school, and 2) what supports will be needed once the baby is born. It was jointly decided that Mental Health and the school district will focus on counseling Carrie about staying in school. For now, discussions about her long range goals after completing school have been put on hold until her current situation is stabilized. The school will begin immediately with parent education classes for Carrie regarding child care. SLS funds will eventually provide the long-term supports for Carrie's needs once the baby is born. The CCB will begin to develop support options and potential providers so that services can begin immediately once the SLS funding becomes available. Carrie will also need some general help with her independent living skills. Her mother and sister have agreed that they can provide some general day-to-day support for Carrie, if there are also ongoing professional supports available. There are no immediate plans for Carrie to live on her own; however, the family has indicated a need to get a break sometimes. The CCB was able to provide some immediate relief through Family Support Services Program funds for respite care. Once SLS funding is available, respite care will become part of her SLS program and FSSP will be discontinued.

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What Policies and Practices May Affect Transition?

Education System

Participation in the General Curriculum in the Least Restrictive Environment

Special education is instruction and services designed to enable a student to meet educational standards in the general curriculum. This means that students will be educated in the regular classes, with appropriate supports, to the maximum extent possible. The IEP team, including the student and parent(s), makes decisions about the appropriate course of study based on the individual needs of the student.

Free Appropriate Public Education

All IDEA-eligible students are entitled to a free and appropriate public education (FAPE) consisting of an appropriate elementary or secondary education that meets state standards. This means that parents cannot be charged for the special education or related services that may be required for their son or daughter to benefit from general education. This entitlement does not follow the student into most post-secondary programs and activities, including CCB services.

Parent Rights and Responsibilities

IDEA includes detailed procedures for resolving disputes between parents and schools regarding the education and services, including transition services that are provided to a student with disabilities. These include voluntary mediation, a federal complaint process, and due process hearings.

Student Participation and Self-Determination

IDEA strengthens the importance of self-determination and empowerment. Beginning at the age of 14, schools must invite the student to attend any meeting at which transition services will be discussed and to participate in the discussion of his or her future goals and plans. If the student does not attend, the school must take other steps to ensure that the student's preferences and interests are considered. Active participation at an early age will better prepare students to make decisions for themselves as they become young adults.

Developmental Disabilities System

The mission for Colorado Developmental Disabilities Services is to join with others to offer the necessary supports with which all people with developmental disabilities have their rightful chance to:

- be included in Colorado community life,
- make increasingly responsible choices,
- exert greater control over their life circumstances,
- establish and maintain relationships and a sense of belonging,
- develop and exercise their competencies and talents,
- experience personal security and self-respect.

Informed Choice

Throughout his or her involvement with DDS, an individual is provided opportunities and assistance to exercise informed choice. Individuals are encouraged to consider a variety of alternatives as these relate to determination of personal goals, development of an Individualized Plan, selection of services and service providers, and determination of successful outcomes. Individuals are encouraged to make and implement their own informed choices.

Many of the DDS-funded services are directed toward inclusion in typical Colorado community lifestyles because adults with developmental disabilities often face isolation from activities enjoyed by the general population.

Waiting Lists

One of the biggest changes from school to adult services involves the move from an entitlement for public education services to a non-entitlement for services through Community Centered Boards. Adult services are only provided within available appropriations. Most often, new applicants for services are placed on a waiting list for services. Placement on the waiting list depends on the date a person was found eligible, or, for adult services, the 14th birth date, whichever date is later. An eligibility date will never change, as long as the individual continues to live in Colorado after being found eligible for services. Individuals decide whether they want to be offered services as soon as possible or at a specific time in their lives, or just want to be on a waiting list just in case things change in their lives and they need more support than they do now. Individuals wanting services as soon as possible will be offered services in order of their placement on the waiting list, when services become available.

Emergency Situations

Although emergency situations may require immediate services, CCBs do not have the ability to provide services on an immediate basis. If there is an emergency, the individual or persons supporting the individual should contact the case manager to obtain help in locating services that can assist on a more immediate basis. If an eligible adult meets one or more of the following criteria, the CCB can determine that the person meets the need for emergency services, and that person will move to the top of the waiting list:

1. Homeless
2. In an abusive or neglectful situation
3. Danger to others
4. Danger to self
5. Leaving a mental health institute

However, being moved to the top of the waiting list does not guarantee immediate services if there are other adults awaiting emergency services. When a service becomes available, individuals meeting emergency criteria will be selected in order of priority.

Developmental Disabilities Services

Case Management

Case management services are provided to all eligible persons and include eligibility determination; planning, locating and facilitating access to services; coordinating and reviewing all aspects of needed services, supports and resources in cooperation with the person with a developmental disability, the person's family as appropriate, and involved agencies; and monitoring and evaluation of all services and supports.

Programs

The developmental disabilities system provides an array of DDS-funded services to meet the individual needs of people with developmental disabilities which are provided in either a person's own home, family home, or if needed and desired, in settings outside of the family home. The design of these services and supports embraces the ideals of self-determination and consumer choice.

Comprehensive Services are utilized to meet the needs of adults with developmental disabilities who cannot live safely without substantial supports and supervision, and for whom only limited outside supports or no other appropriate options are available. Persons receiving Comprehensive Services have access to 24-hour supervision and other supports, training and habilitation based on an Individualized Plan. Comprehensive Services include group and individualized residential services in a variety of community-based settings, employment or other day services, and transportation.

Supported Living Services aim to augment already available supports for adults who either can live independently with limited supports or who, if they need extensive support, are principally supported from other sources, such as their family. SLS offers a variety of individualized and flexible supports for adults in and outside of the home, which cannot be met by other means. SLS enables adults to live in their own homes or in family homes, and avoid or delay the need for more costly Comprehensive Services. The level of support provided varies based on the individual's need as identified in the Individualized Plan. These supports may include: personal care (like eating, bathing and dressing) or homemaking needs, employment or other day type services, accessing his or her community, help with decision-making, assistive technology, home modification, professional therapies, transportation, and twenty-four hour emergency assistance.

Family Support Services Program is intended to assist families who have children 18 and under with developmental disabilities with costs that are beyond those normally experienced by other families, and to avoid or delay costly out-of-home placements. Examples of FSSP services and supports include: medical and dental expenses not funded by Medicaid or other insurance, respite care, special equipment and assistive technology, clothing or diets, home or vehicle modification, therapies, family counseling, and homemaker services. FSSP is available under CDHS/Children's Health and Rehabilitation Services.

Integrated—means services are provided to persons with developmental disabilities in settings in which typical activities and functions of community life take place that are desired and chosen by the general population, such as work, education or training, socialization or retirement activities. 72% of day services were in integrated settings in 2002.

Non-integrated—means services are provided to persons with developmental disabilities in community-based settings in which the majority of persons have a disability, such as a sheltered workshop or specialized habilitation program for skill development. 28% of day services were in non-integrated settings in 2002.

What Do You Need to Know About Transition?

Ages **14** **16+** **18** **21**

For students with developmental disabilities, there are several key times when services or benefits will be impacted by age. In general, age will determine what criteria is used for eligibility, what types of new services may be available or are no longer available, and what benefits may be available for a student. While it is not possible to include all potential impacts, **some of the most common impacts** for students with developmental disabilities during the transition years are described below.

Any Age If the student has a developmental disability, there a several commonly used services and benefits that a family may want to look into, including but not limited to:

- **SSI** (Supplemental Security Income) is a disability benefit available through the Social Security Administration (SSA, 1-800-772-1213 or www.ssa.gov). SSI eligibility is based on two main factors: 1) whether a person has a significant disability that impacts their ability to work, and 2) whether a person meets the financial eligibility requirements. SSI provides a monthly benefit check to help meet daily living expenses.

- **Medicaid** is a program administered by the Colorado Department of Health Care Policy & Financing (HCPF) that pays for health insurance for some Coloradans who cannot afford it. A person must apply for Medicaid benefits through the local Department of Social/Human Services, even if they are SSI eligible. For the locations and telephone numbers of local sites, check the Blue Pages (Government) in the telephone book, or call the Customer Service Line at 1-800-221-3943, or www.chcpf.state.co.us.

- **EPSDT** (Early and Periodic Screening, Diagnosis and Treatment) provides additional Medicaid benefits to children, ages birth to 21. These services are accessed through the primary care physician. For more information, call 1-800-688-7777 or log on to www.chcpf.state.co.us.

Age 14 Under the Individuals with Disabilities Education Act (IDEA) transition planning will be included in the development of the IEP for each student receiving special education services. This transition planning process should consider what educational needs the student will continue to have in school, in addition to what will happen when he or she transitions from school to adult life.

Age 14 is the earliest a student can apply for Developmental Disabilities Services (DDS)-funded adult services. Even though services cannot begin until the child is at least 18 years of age, due to waiting lists for these adult services, families are encouraged to apply for services at age 14 and get on the waiting list. This transition planning will help to ensure that funding for DDS services is available when the student turns 18.

Age 16+ When a student turns 16, and earlier if appropriate, the IEP must include statements of specific transition services including linkages to the agencies that will provide supports to the individual after high school.

VR services ***may*** be available to explore work opportunities. Although an individual may be eligible for services beginning at age 16, the time at which a student should be referred to VR for services is unique to each individual, and does not correspond to a specific age, or a specific event such as graduation. Rather it should occur at a time when the student's emphasis shifts from an academic focus to an employment focus, and the youth becomes available for vocational programming.

Age 18 Age 18 is perhaps one of the most important ages for any person. Everyone automatically becomes an emancipated adult under Colorado law. Parents may want to consider guardianship if their son or daughter is not able to make decisions for themselves. It is important to know that emancipation is automatic unless the parent purposefully goes through a legal process to get guardianship. Guardianship can be obtained through the county Probate Courts or contact the Guardianship Alliance for help (303/423-2898).

DDS-funded services are available for adults, age 18 and older (e.g. Comprehensive Services and Supported Living Services). However, unlike public education, DDS-funded services are not an entitlement. There may be waiting lists for services. When services are available, they can be provided in combination with (but not duplicate) a school program and Vocational Rehabilitation (VR) services.

If the student is enrolled in the Children's Extensive Support program or the Children's HCBS program, these services end at age 18.

At age 18, all adults with a developmental disability, if not already SSI eligible, are encouraged to apply for SSI benefits by contacting the Social Security Administration (1-800-772-1213) and Medicaid benefits by calling 1-800-221-3943.

If Medicaid eligible, it is recommended that families begin reviewing their child's long-term medical and care needs for items that are covered under Early and Periodic Screening Diagnosis and Treatment (EPSDT). At age 21, EPSDT will no longer be available.

If the student is still on a waiting list for DDS-funded services at age 18, the family may want to consider applying for the Elderly, Blind and Disabled waiver through county social services.

The student can register to vote. Males must register for the Selective Service.

Age 21 Entitlement for Public Education ends.

If the student is Medicaid eligible, general Medicaid benefits will continue, however, EPSDT will no longer be available after their 21st birthday.

Sam

Sam is a 14-year old sophomore who is receiving special education services at his local high school due to autism, aggressive behaviors and poor academic performance that resulted in the need for educational accommodations. His parents are concerned about what Sam's future might hold for him as an adult because of his aggressive behaviors and have been uneasy about considering residential services. His behaviors have become increasingly more difficult to manage at home. His parents recently attended a parent training workshop where they heard a presentation about Supported Living Services (SLS) available through the CCB. Sam's parents have asked that the local CCB case manager/service coordinator be invited to his next IEP meeting. The service coordinator was able to attend this initial planning meeting, obtain releases to gather information and begin the eligibility determination process with the CCB. At age fourteen, Sam is not eligible for adult SLS services, but early planning will help to ensure a smooth transition beginning at age 18, or when resources become available. The CCB is able to provide the family information about the types of services available now, such as the Family Support Services Program (FSSP) and other non-educational services that may be available to Sam through the SLS program once he reaches age 18. For now, the primary role of the CCB is to assist the IEP team in developing IEP goals and objectives that support successful transition to work, community and independent living. Formal arrangements are made on ways to track Sam's progress, to share updated information with the CCB and to keep Sam and his parents up-to-date on the status of future services.

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Community Centered Boards

Agency name, address, city & telephone number where the main office is located.

1 **Arkansas Valley Community Center** (719) 384-8741
1500 San Juan Avenue, La Junta, CO 81050

2 **Blue Peaks Developmental Services** (719) 589-5135
703 Fourth Street, Alamosa, CO 81101

3 **Centennial Developmental Services** (970) 339-5360
1050 37th Street, Evans, CO 80620

4 **Colorado Bluesky Enterprises** (719) 546-0572
115 West 2nd Street, Pueblo, CO 81003

5 **Community Connections** (970) 259-2464
281 Sawyer Drive, #200, Durango, CO 81301

6 **Community Options** (970) 249-1412
336 South 10th Street, Montrose, CO 81402

7 **Denver Options** (303) 753-6688
5250 Leetsdale Drive, #200, Denver, CO 80246

8 **Developmental Disabilities Resource Center**
11177 W. 8th Avenue, Lakewood, CO 80215 (303) 233-3363

9 **Developmental Opportunities** (719) 275-1616
601 Greenwood, Canon City, CO 81215

10 **Developmental Pathways** (303) 360-6600
11111 East Mississippi Ave., Aurora, CO 80012

11 **Eastern Colorado Services** (970) 522-7121
617 South 10th Ave., Sterling, CO 8075

12 **Foothills Gateway** (970) 226-2345
301 Skyway Drive, Fort Collins, CO 80525

13 **Horizons Specialized Services** (970) 879-4466
405 Oak, Steamboat Springs, CO 80477

14 **Imagine!** (303) 665-7789
1400 Dixon Avenue, Lafayette, CO 80026

15 **Mesa Developmental Services** (970) 243-3702
950 Grand Avenue, Grand Junction, CO 81501

16 **Mountain Valley Developmental Services** (970) 945-2306
700 Mount Sopris Drive, Glenwood Springs, CO 81602

17 **North Metro Community Services** (303) 252-7199
1185 West 124th Ave., Westminster, CO 80234 or (303) 457-1001

18 **Southeastern Developmental Services** (719) 336-3244
1111 South Fourth Street, Lamar, CO 81052

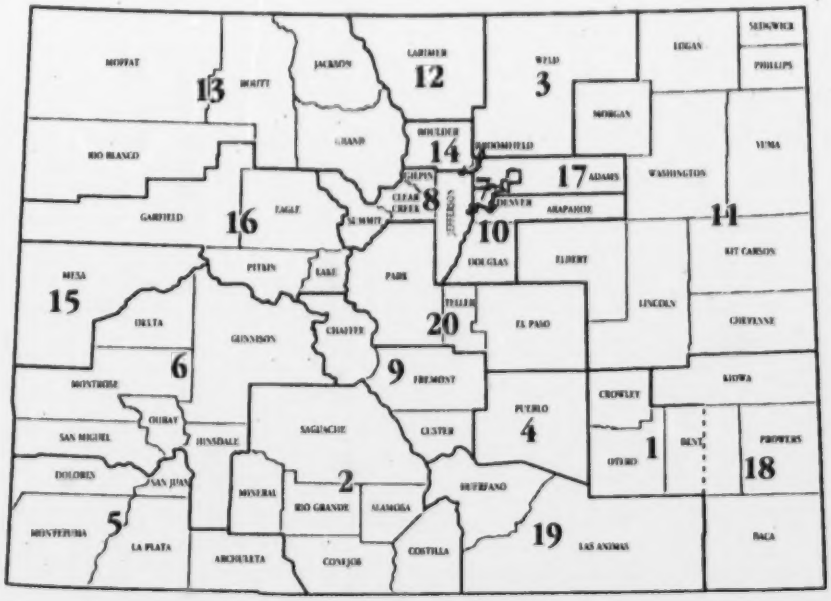
19 **Southern Colorado Developmental Services**
1205 Congress Drive, Trinidad, CO 81082 (719) 846-4409

20 **The Resource Exchange** (719) 380-1100
418 South Weber, Colorado Springs, CO 80903

(2) Alamosa
(17) Adams (except Aurora)
(10) Arapahoe
(5) Archuleta
(10) Aurora (City)
(18) Baca
(1) Bent
(14) Boulder
(14) Broomfield
(10) Chaffee
(11) Cheyenne
(8) Clear Creek
(2) Conejos
(2) Costilla
(1) Crowley
(10) Custer
(6) Delta
(7) Denver
(5) Dolores
(10) Douglas
(16) Eagle
(11) Elbert
(20) El Paso
(10) Fremont
(16) Garfield
(8) Gilpin
(13) Grand
(6) Gunnison
(6) Hinsdale
(19) Huerfano
(13) Jackson
(8) Jefferson
(18) Kiowa
(11) Kit Carson
(16) Lake
(5) La Plata
(12) Larimer
(19) Las Animas
(11) Lincoln
(11) Logan
(2) Mineral
(15) Mesa
(13) Moffat
(5) Montezuma
(6) Montrose
(11) Morgan
(1) Otero
(6) Ouray
(20) Park
(11) Phillips
(16) Pitkin
(18) Prowers
(4) Pueblo
(13) Rio Blanco
(2) Rio Grande
(13) Routt
(2) Saguache
(5) San Juan
(6) San Miguel
(11) Sedgwick
(8) Summit
(20) Teller
(11) Washington
(3) Weld
(11) Yuma

Who to Contact About More Information

concerning services for adults and children with developmental disabilities. If you are interested in finding out more about any of these services, please contact the Community Centered Board in your area. The counties are listed to the left alphabetically. Match the number code below with the Community Centered Board above.



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Listings of Local Offices

Colorado Division of Vocational Rehabilitation

Regional Offices

Administrative Office 303-866-4150
Alamosa 719-589-5158
Aurora 303-745-8112
Boulder 303-444-2816
Colorado Springs 719-635-3585
Denver Blind/Deaf 303-894-2515
Denver East 303-894-2515
Denver West 720-884-8060
Durango 970-247-3161
Fort Collins 970-223-9823
Glenwood Springs 970-945-9174
Golden 303-462-6760
Grand Junction 970-248-7103
Greeley 970-352-5180
Lamar 719-336-7712
Limon 719-775-8819
Longmont 303-772-2612
Montrose 970-249-4468
Northglenn 303-452-5875
Pueblo 719-544-1406
Rehabilitation Center 303-937-1226
Rocky Ford 719-254-3358
Salida 719-539-9670
South Metro 303-795-7954
Sterling 970-522-3737
Trinidad 719-846-4431

Special Education Administrative Units

Adams County
District 1—Mapleton 303-853-1003
District 12—Northglenn 720-872-4770
District 14J—Commerce City 303-853-8246
District 27J—Brighton 303-655-2924
District 50—Westminster . . . 303-657-3963

Arapahoe County
District 1—Englewood 303-806-2086
District 2—Sheridan 303-761-8640
District 5—Cherry Creek . . . 303-486-4235
District 6—Littleton 303-347-3471
District 28J—Aurora 303-340-0510

Boulder County
St. Vrain Valley RE1J
Longmont 303-772-7700
Boulder Valley RE2
Boulder 303-447-5154

Delta County
District 50J—Delta 970-874-7607

Denver County
District 1—Denver 303-764-3437

Douglas County
District RE 1—Castle Rock . . 303-814-5050

Elbert County
Elizabeth SD C-1 303-646-1844

El Paso County
District 2—Harrison 719-579-3240
District 3—Widefield 719-391-3050
District 8—Fountain 719-382-1300
District 11—CO Springs 719-520-2148
District 12—Cheyenne Mtn . 719-475-6100
District 20—Academy 719-260-6600
District 49—Falcon 719-495-3601

Fremont County
District RE 1—Canon City . . 719-276-5700

Gunnison County
District RE 1J—Gunnison . . . 970-641-7750

Jefferson County
District R1- Lakewood 303-982-6698

Larimer County
Poudre—Fort Collins 970-490-3235
Thompson R-2J—Loveland . 970-613-5000
Park R-3—Estes Park 970-586-5321

Logan County
Logan RE1—Valley–Sterling . 970-522-0792

Mesa County
District 51—Grand Junction . 970-254-5490

Moffat County
District RE 1—Craig 970-826-4249

Montrose County
District RE-1J—Montrose . . . 970-249-2405

Morgan County
District RE
Fort Morgan 970-867-2924

Pueblo County
Pueblo 60
Pueblo (Urban) 719-253-6025
Pueblo 7
Pueblo (Rural) 719-295-6532

Weld County
District RE 4—Windsor 970-686-7411
District 6—Greeley 970-348-6241
Centennial BOCES, La Salle . 970-352-7404

Fort Lupton/Keenesburg Consortium
District RE 8—Fort Lupton . . 303-857-3200
District Re 3J—Keenesburg . 303-536-2000

East Central BOCES
Limon 719-775-2342

Mount Evans BOCES
Idaho Springs 303-567-4467

Mountain BOCES
Leadville 719-486-2603
Glenwood Springs 970-945-7088

Northeast Colorado BOCES
Haxtun 970-774-6152

Northwest Colorado BOCS
Steamboat Springs 970-879-0391

Pikes Peak BOCS
CO Springs Districts 719-570-7474
Lewis-Palmer SD 38 719-488-4700
Woodland Park RE-2 719-687-6048
Manitou Springs SD 14 719-685-2024

Rio Blanco BOCS
Rangely 970-675-2064

Santa Fe Trails BOCES
La Junta 719-383-2623

San Juan BOCS
Durango 970-247-3261

San Luis Valley BOCS
Alamosa 719-589-5851

South Central BOCES
Pueblo 719-647-0023

South Platte Valley BOCES
Fort Morgan 970-867-8297

Southeastern BOCES
Lamar 719-336-9046

Southwest BOCS
Cortez 970-565-8411

Uncompahgre BOCES
Ridgeway 970-626-2977
Colorado School for the
Deaf and Blind 719-578-2102

Colorado Department of Education
Special Education Services Unit
201 East Colfax Avenue, Room 300
Denver, CO 80203
303-866-6694
www.cde.state.co.us/cdesped

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